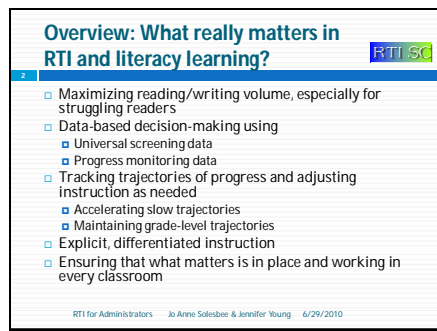


Slide 1



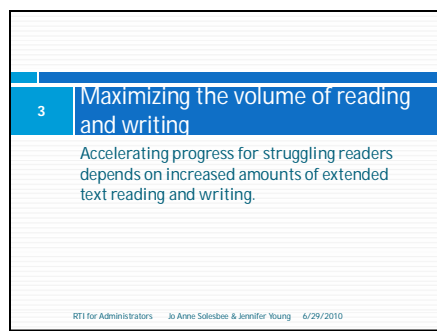
Slide 2



## OVERVIEW OF WHAT WE'LL TALK ABOUT

Note: SLIDES 1=20 ADDRESS READING VOLUME and SLIDES 21- READING VOLUME AROUND ISSUES OF TEACHING: EXPECTATIONS TEACHERS HAVE ABOUT HOW THEY AND THEIR KIDS WILL SPEND THEIR TIME

Slide 3



All of the research on increasing reading achievement points to the importance of making sure kids—ESPECIALLY struggling readers read and write a lot. This is one of the reasons Reading Recovery works. The lesson is built almost entirely around reading text and writing text and teaching kids what they need to know about phonemic awareness, phonics, fluency, vocabulary and comprehension within the context of reading and writing texts.

Slide 4

4

The 100/100 Goal

“Imagine that we could design schools where 100% of the students were involved in instruction appropriate to their needs and development 100% of the day. Imagine how different the achievement patterns of struggling readers might be.”

Dick Allington (2000)

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

RTI holds the possibility for making this happen.

Slide 5

5

Accelerating reading growth requires increasing the amount of reading

RTI SC

“In a series of intervention studies that have documented accelerated reading development as an outcome, roughly two-thirds of the intervention lessons involved having the student engage in high success reading.”

Heibert, Colt, Catto, & Gury (1992)  
Pinnell, Lyons, DeFord, Bryk, & Seltzer, (1994)  
Vellutino, Sipay, Small, Pratt, Chen, & Dencklay, (1996)  
Mathes et. al., (2005)  
Scanlon, Vellutino, Small, Fanuele, & Sweeny, (2005)

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

Here is some of the research that supports high engagement in reading high success texts—that is, texts that children are able to read with fluency and accuracy.

Slide 6

6

Reading Volume of Fifth Grade Students of Different Levels of Achievement  
(Anderson, Wilson & Fielding, 1988)

RTI SC

Achievement percentile	Minutes of Reading per Day	Words per Year
90 <sup>th</sup>	40.4	2,357,000
50 <sup>th</sup>	12.9	601,000
10 <sup>th</sup>	1.6	51,000

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

This study looked at the correlation between achievement and volume of reading IN SCHOOL. Kids who scored at the 90<sup>th</sup> percentile on a nationally normed test read, on average about 40 minutes of day at school. This amounts to about 2,357,000 words read per year. Contrast that with fifth graders who scored at the 10<sup>th</sup> percentile. Now think about WHY these kids are reading so little...because most of the books in front of them are grade level texts they can't read! And we wonder why they aren't paying attention and engaging in instruction?? We CAN change this!

Slide 7

**Reading volume matters!** RTI SC

"It is ironic that students who most need the benefits of reading connected texts get fewer opportunities than the good readers who are reading more, not only during the school day, but also outside of school."

Anderson, Wilson, & Fielding (1988)

RTI for Administrators Jo Anne Solosbee & Jennifer Young 6/29/2010

These researchers had this to say at the conclusion of their study...

If we want to change things for our struggling readers, we have to adjust the volume of reading IN SCHOOL.

Slide 8

**What is high success reading?** RTI SC

"High success reading is accurate reading, fluent reading, and reading with understanding. Unfortunately, struggling readers typically engage in very little high success reading."

Allington, (1983, 2006); Hiebert, (1983)

"However, when struggling readers do engage in lots of high-success reading, their reading improves, typically dramatically and often in very short periods of time."

Allington (2000)

RTI for Administrators Jo Anne Solosbee & Jennifer Young 6/29/2010

High success reading is key. This is not just about putting books in front of kids. They have to have books they can read. So it means we have to have a lot of stuff that is written about grade level content and about grade-level issues of interest, but written below grade level so these kids can engage in reading. And second, it means we have to TEACH kids problem-solving strategies and thinking strategies and how to read fluently—that is, with phrasing and intonation that expresses the meaning and has the characteristics of language.

Slide 9

**Why don't we use the research?** RTI SC

"In study after study of intervention programs, researchers have reported that struggling readers actually read less than ten minutes of the intervention block, and far too many report that struggling readers never read text during their intervention lesson..it's the same as if we design bike riding so that children never actually got the bike."

-Dick Allington

RTI for Administrators Jo Anne Solosbee & Jennifer Young 6/29/2010

But we don't use this research! When you look at the interventions that folks are choosing for struggling readers, they don't focus on reading connected text! They too often focus on the parts and pieces of reading. And we know that we can address particular problems (phonemic awareness, or vocabulary, or phonics, or speed or accuracy) and still have kids who CANNOT READ.

## Slide 10

### Reading volume matters!

10

"How much of what I'm asking students to do is actual reading versus how much of what they are being asked to do is *stuff about* reading, but not actual reading? Is what I am asking my students to do *really what readers do in the real world?*"

-Morgan et. al., (2009). *Independent Reading: Practical Strategies for Grades K-3*

RTI for Administrators Jo Anne Solosbee & Jennifer Young 6/29/2010

Denise Morgan asks this question in her book on Independent Reading. It gets at the heart of reading versus pieces.

We need to keep this issue of *what readers do in the real world* always in the forefront. How do readers talk about books? How do readers preview books before reading them? How do readers repair understanding? How do readers build understandings for things they haven't directly experienced? We have to get our heads out of TEACHING and keep our heads in WHAT READERS DO. Then we teach kids those things.

## Slide 11

### Increasing high success reading volume—especially for struggling readers

11


1. Provide a sufficient supply of books that are manageable, interesting, and engaging for readers.
2. Ensure that teachers routinely match readers with manageable, interesting texts.
3. Ensure that teachers provide time and space for children to read and practice reading just-right texts.
4. Ensure that teachers focus on reading fluency on just-right texts (intonation, phrasing, & appropriate rate).

RTI for Administrators Jo Anne Solosbee & Jennifer Young 6/29/2010

So how do we increase the amount our struggling readers are reading? There are things we can do as administrators.

- Are there enough books that kids can read with high success in every one of your classrooms? (If not, see the handout on getting enough books)
- Are teachers TEACHING children how to select manageable, interesting texts? Are they monitoring this and making sure that every child – especially their struggling readers— have readable, interesting, enjoyable texts at their fingertips?
- Is there TIME for children to read? Is there an EXPECTATION that is communicated and taught that they read?
- Are teachers demonstrating fluency when they read (or are they demonstrating what poor reading sounds like?) Are teachers expecting and teaching children to read with the qualities of language in order to express meaning? (DO they know how to do this? Is this an area of PD needed in your school?)

Slide 12

**Increasing high success reading volume—especially for struggling readers** 

12

5. Ensure that teachers help children to build stamina for reading longer and more involved texts.
6. Ensure that all teachers routinely provide quality, differentiated instruction in whole group, small group, and one-on-one settings
7. Set volume expectations, normalize them, and monitor every child's and every teacher's progress toward these goals

RTI for Administrators Jo Anne Soltesbee & Jennifer Young 6/29/2010

- Are teachers expecting kids to build stamina for reading longer, more involved texts for longer periods of time? Are they TEACHING this?
- How differentiated is the instruction in each of your classrooms? Is instruction routinely differentiated?
- Do you have volume expectations for readers? Are teachers helping kids set goals and helping them to monitor progress toward those goals?

Slide 13

**Children learn to read by reading**

13

"If children don't get to read much, how they gonna get good?"


Dick Allington (1978)

RTI for Administrators Jo Anne Soltesbee & Jennifer Young 6/29/2010

Because....

As administrators, we have got to start attending to reading volume, and not with "programs" that will magically fix this. This is about paying attention at the classroom level, at the student level, at the teacher level. We have to make this a point of continuous conversation, an expectation, something we monitor, something we collect data on.

Slide 14

**Kids need time to read and write** 

14


<input type="checkbox"/> Independent reading and writing	<input type="checkbox"/> Individualized independent
<input type="checkbox"/> Reading and writing conferences with their teachers	<input type="checkbox"/> Individualized
<input type="checkbox"/> Shared reading/writing	<input type="checkbox"/> Large group, small group
<input type="checkbox"/> Guided reading/ writing	<input type="checkbox"/> Small group

RTI for Administrators Jo Anne Soltesbee & Jennifer Young 6/29/2010

In each of these structures, there should be a balance of reading (most of the time) and instruction in what readers do. The time children spend reading and writing should be an instructional time: teachers should be working with small groups of students and individual students.

Principals, keep in mind that we have heard from many teachers that they have been made to feel that they are not doing their jobs unless they are standing and delivering at all times...one teacher said to me, "I have always felt guilty just letting them read. Shouldn't I be teaching?" Yes, she should be teaching...small groups and individuals while the rest of the kids are reading independently. But you can't get good if you don't have time to practice.

Slide 15

**Relying only on textbooks can be disabling for struggling readers** 

15

"Grade level textbooks are typically too hard for struggling readers. But that is not the only issue. Even if students could read textbooks and anthologies fluently and with understanding, **we do not know of any containing enough text to offer the volume of experiences students need to become even mildly expert at reading.**"

Worthy, Moorman, & Turner, 1999


RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

Slide 16



So it is important for schools to develop literacy libraries containing leveled text, and extensive classroom libraries. If you need help in this area with limited money, let us know. We have some resources that will help. Talk about arranging books so teachers will preview them and use them...putting rubber-banded books in boxes with lids makes it tough to look through books and select books for instruction and practice.

Slide 17

**Kids need books they can read.**  
**What kind of books?** 

17

High success books: books that children can

- ☐ read easily,
- ☐ comprehend, and
- ☐ **enjoy**

- ☐ High interest books
- ☐ Series books, chapter books
- ☐ Books from a variety of genres, with a balance of fiction, nonfiction, and informational
- ☐ Periodicals, brochures, menus, etc.
- ☐ Books that reflect the culture of your community

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

When you are evaluating classroom libraries, look at these qualities of books.

Take time to consider each of these qualities with the help of a struggling reader: ask a child to show you bunch of books she reads easily and comprehends well and enjoys reading. Have her read to you. We can learn a lot about how we are doing by going to the kids we are trying most to help.

Slide 18

**Kids need books they can read at their fingertips** RTI-SC

- Make sure children have access to many, many books they have read before and that they already read well. Book baskets, book bags, etc. should have
  - many, many books children can already read well or
  - Books that are easy enough that they can read them well on a first reading
- Make shared reading books accessible for rereading
- Provide access to listening centers

RTI for Administrators Jo Anne Salesbee & Jennifer Young 6/29/2010

Be aware that teachers often have plenty of books that are not organized in ways that children use them. Story about the RF classroom that was crammed with books, but when I asked a struggling reader to choose a book in his box that he loved and was easy for him, he couldn't find one!!! We reorganized the books in this classroom so books were arranged and matched to kids so every child had 10-15 interesting, manageable books at his or her fingertips—that is, without getting up and leaving their tables.

Slide 19

**How many books do teachers need for their classroom libraries?** RTI-SC

19

"If I were required to establish guidelines for quantity, I would recommend at least 500 different books in every classroom with those split about evenly between narratives and informational books and about equally between books that are on or near grade level difficulty and books that are below grade level."

Richard Allington, *What Really Matters for Struggling Readers: Designing Research-based Programs* (2000), p. 55

RTI for Administrators Jo Anne Salesbee & Jennifer Young 6/29/2010

We need lots of books, and they need to be books of different types.

Slide 20

**How many books do teachers need for their classroom libraries?** RTI-SC

20

- Hoffman, Sailor, Duffy, and Beretvais (2004) found three levels of quantity:
  - inadequate (1-7 books per child)
  - basic (8-19 books per child)
  - outstanding (20 or more books)
- Hoffman et. al. noted that higher ratings are associated with higher standardized test scores

RTI for Administrators Jo Anne Salesbee & Jennifer Young 6/29/2010

Hoffman, et. al., characterized classroom libraries this way and noted that more books were associated with higher standardized test scores.

Slide 21

Slide 21 features a blue header with the text "Expert teaching matters. Explicit, differentiated instruction matters". Below the header, a list of five bullet points is presented, each preceded by a blue diamond symbol. The footer of the slide includes the text "RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010".

- ♦ Managing classrooms for learning
- ♦ Clear demonstrations and guidance in what to do and how to do it
- ♦ More teaching for kids who need it
- ♦ Different teaching depending on needs
- ♦ Effective teaching for everyone (see the data)

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

Now we get into the issues of instruction—what we are teaching, how we are teaching, and how we are using the time we have with kids to alter trajectories of progress. In particular, we need to pay attention to what teachers are doing to manage classrooms so that kids are being taught what readers do and so they are taught in ways that they have time to read and the expectation that they will read.

Slide 22

Slide 22 features a blue header with the text "High progress classrooms maximize reading time (Allington & Johnston, 2000)". To the right of the header is a small logo that reads "RTI 50". Below the header, a list of four bullet points is presented, each preceded by a blue square symbol. The footer of the slide includes the text "RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010".

- Routinely had children reading from 40-45 minutes for each hour allocated to reading instruction
- Spent 5-10 minutes preparing children to read
- Spent 5-10 minutes engaging children in activities following reading
- While the children were reading, the teacher worked with children in small groups or individually side by side at their seats

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

Based on their study of exemplary fourth grade teachers, Allington and Johnston noted that high progress classrooms maximized the amount of time children read. Exemplary fourth grade teachers... Contrast this time management with the time management of less effective teachers...(next slide)

Slide 23

Slide 23 features a blue header with the text "Less effective classrooms minimize reading time (Allington & Johnston, 2000)". To the right of the header is a small logo that reads "RTI 50". Below the header, a list of bullet points is presented. The first two are preceded by blue square symbols, and the subsequent four are preceded by blue diamond symbols. The final bullet point is preceded by a blue square symbol. The footer of the slide includes the text "RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010".

- Spent 15-20 minutes preparing children to read
- Spent 20-25 minutes after reading with children engaged in a variety of follow-up activities including
  - ♦ Responding to questions
  - ♦ Completing workbook pages
  - ♦ Reviewing the story
  - ♦ Checking on vocabulary
  - ♦ Etc.
- In less effective classrooms, children typically read for only 15-20 minutes for each hour allocated to reading lessons. And in some classrooms, children read even less.


RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

These teachers had exactly the same amount of time set aside for reading instruction. But look at how they USED the time.

As administrators, it is important that we take note of what teachers are doing with the time they have. We need to gather data about this (and in the last part of the day, we will talk about some ways to do this.) But what if, using the data on these slides as a guide, we started collecting data on time management and talking about the research and what we are noting in classrooms with teachers as part of the change process?



## Slide 24

**Teaching behaviors and characteristics of the most-effective teachers (Pressley et. al., 2001)** 

24


1. Much more explicit teaching—often opportunistic in response to student needs
2. Self-regulation was taught and encouraged; students were taught to be independent of the teacher
3. More explicit teaching of reading skills and strategies
4. Process writing prominent in the most-effective classrooms
  - a) students explicitly taught higher order writing processes (i.e., to plan, draft, and revise)
  - b) Together with high demands for writing mechanics (i.e., capitalization, spelling)
  - c) Student writing was scaffolded as necessary, with the support and demands resulting in impressive writing products.

RTI for Administrators Jo Anne Solesbee & Jennifer Young 6/29/2010

Pressley, Wharton-McDonald, Allington, Block, et. al (2001) A Study of Effective First-Grade Literacy Instruction SCIENTIFIC STUDIES OF READING, 5(1), 35–58 Copyright © 2001, Lawrence Erlbaum Associates, Inc.

In this study, administrators were asked to nominate teachers considered in their districts to be highly effective and to nominate “typical” teachers. (Note that the researchers did not ask for teachers associated with low rates of progress.) Then they observed over a period of several months and determined for themselves which teachers were most-effective-for-locale. Here is what they found in the classrooms of the most-effective-for-locale teachers.

## Slide 25

**How do teachers maximize reading time in all classroom structures?** 

25

- ☐ In independent reading
- ☐ In shared reading
- ☐ In guided reading

RTI for Administrators Jo Anne Solesbee & Jennifer Young 6/29/2010

So as a result of the findings of all of this research, we spent a lot of time with teachers on how to get this high reading volume going within all of their reading structures. In other words, we want them to pay attention to how they are spending their time within each structure. Very often, teachers believe that they have to “do” shared reading or guided reading or independent reading a particular way (e.g., the way we’ve always done it) and often that way does not lead to high engagement with reading.

We need to talk about this because TIME is always a factor in our classrooms. Nobody is going to create more of it for us. So that leaves it to all of us to use the time we have much, much, much more wisely. How we are using the time we have with students? How we are asking students to spend the time they have with us?

Slide 26

**Maximizing the volume of reading in Tier I, 2, and 3** RTI SC

- Examine the way we structure
  - Time
  - Expectations
  - Materials
  - Environments
  - Teaching
- To help children to read more and read better in
  - Shared reading
  - Independent reading
  - Guided reading

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

So let's look at these issues of time, our expectations, organization of materials, the environment, and whether our teaching is helping children to read more and read better within each of the structures of a balanced literacy classroom.

Slide 27

**Pressley, Wharton-McDonald, Allington, Block, & Morrow (1998)** RTI SC

"A striking characteristic of every one of the most effective classrooms was the **intense involvement** of the students **in literacy activities**, with academic engagement **apparent on each and every observation day**. This contrasted with the least-effective-for-locale classrooms in this study, some of which **never** had as academically engaging a day as the least engaging day in the most effective classroom in their locale. High academic engagement was associated with strong student performances, and low academic engagement was associated with weaker student performance..."

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

Because intense involvement in reading and writing is the single characteristic that these researchers noted that set the most effective teachers apart from the less effective teachers.

Slide 28

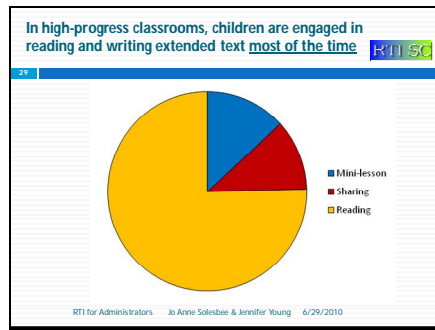
**Pressley, Wharton-McDonald, Allington, Block, & Morrow (1998)** RTI SC

...Thus, one simple rule of thumb that we have developed for quickly sizing up a classroom is to **calculate the proportion** of children who are **productively engaged in literacy activities** when the teacher must leave the room momentarily. In the most-effective-for-locale classes, this figure was typically more than **90% of the students more than 90% of the time** during language arts\* (p 12).

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

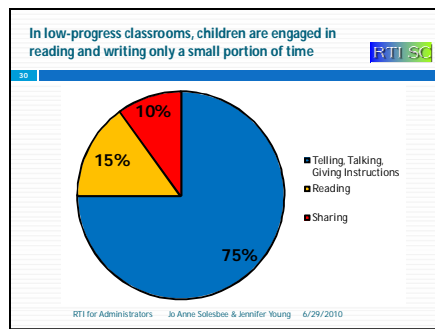
This has to be our goal...all of the students highly engaged in authentic literacy activities—reading and writing—all of the time. If we can make this the focus of our observations, the focus of our instruction, the focus of our conversations with teachers, our shared expectation, then we can change what is happening in classrooms for children in huge ways in our schools.

Slide 29



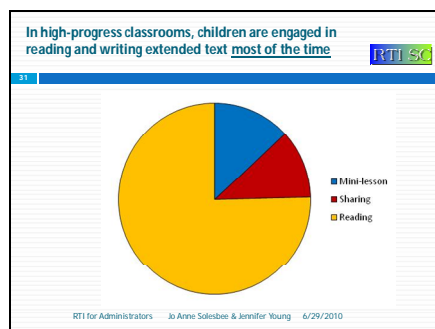
This chart shows a more modest goal: that regardless of whether we are observing shared reading, guided reading, or independent reading, we should see kids engrossed in reading at least 75% of the time.

Slide 30



In our work with schools, however, as we observe in hundreds of classrooms, we observe time being spent more like this, with an inordinate amount of time spent with kids doing “other stuff” or with teachers teaching or talking, and the kids consequently getting very little time to read. So our question as administrators is to figure out how to make these classrooms more like (new slide)

Slide 31



- These.
- As administrators, if you want to help teachers get their houses in order, pay attention to—and observe for—the engagement of students and the ways teachers and children spend their time in each of these structures.
- Because within every type of lesson, whether shared reading, guided reading, or independent reading, kids should be reading most of the time.
- Pay particular attention to below-grade level readers and what they are doing. Again, teaching children to engage in reading and writing extended text for extended periods of time is the most powerful way to change the trajectories of below-grade level readers.

## Slide 32

Shared Reading (Don Holdaway)

RTI SC

32

- Shared Reading is an interactive reading experience intended to emulate story-book reading or bedtime reading
- Children join in the reading of a big book or other enlarged text guided by a teacher
- Reading is fluent and phrased
- Shared Reading *may* include a mini-lesson about some feature of print or strategic action readers are learning to make

RTI for Administrators
Jo Anne Solenbee & Jennifer Young
6/29/2010

So let's look at the structure of shared reading through the "how are kids and teachers spending their time" lens. Shared reading, as originally conceived by its inventor, Don Holdaway, is supposed to mimic bedtime reading or lap reading. The book is large so that groups of kids can engage with the book and join in with the adult as it is read. So if you think about the way we read to our kids and grandkids, the reading is fluent, phrased, and expressive. It isn't word-by-word, and we don't stop frequently to quiz kids about concepts about print, letters, sounds, words, etc. We just read. And the more often we read a book, and the more familiar they become with it, the more kids join in and read with us.

## Slide 33

Why shared reading?

RTI SC

33

- To provide **high success reading experiences** with **high teacher support** to
  - Enjoy** and share story reading
  - Engage** in reading alongside more expert others
  - Read harder texts **fluently**,--with phrasing, expression, intonation
  - Gain **exposure** to literary language, text structures, and print concepts more sophisticated than those encountered at independent or instructional levels

RTI for Administrators
Jo Anne Solenbee & Jennifer Young
6/29/2010

Shared reading done this way IS a high success reading experience for kids because it is so supportive, so enjoyable, extremely low-risk, and engaging. Kids get to read along in texts that are too hard for them to read alone, and the teacher never expects individuals or the group to operate alone. She is the lead reader, providing a joyful demonstration of engagement in reading and rereading enjoyable texts.

## Slide 34

Short, focused mini-lessons

RTI SC


34

- Teach something that will **add to their knowledge** about books and reading
- Based on student need
- Provides a **clear, memorable example**
- Summarize teaching to one sentence to identify what you will teach
- Explicitly** tell how this can help with reading and writing

RTI for Administrators
Jo Anne Solenbee & Jennifer Young
6/29/2010

If we provide mini-lessons in shared reading, they should be MINI. They should (bullets)  
So we talked with teachers about what shared reading is supposed to be because too often in shared reading we see... (new slide)

Slide 35


**NOT!**

RTI SC

- A little bit of reading and a whole lot of questions about features of print, letters, sounds words, pictures *etc., etc., etc., etc., etc.*
- A little bit of reading and a whole lot of talk about "connections" to the story or concept
- Long, involved introductions to books that leave little time for reading
- Slow, word by word reading
- Letting the kids decode the book as a group

RTI for Administrators Jo Anne Solenbee & Jennifer Young 6/29/2010

This. And while some of these things (talking about connections, features of print, introducing books) are good practices, when they are over-done, they lose their effectiveness...sort of the "too much of a good thing is no good" adage. When these things are overdone, they leave little time for student engagement in reading. And NEVER is it appropriate to use shared reading as a forum for dis-fluent reading or group decoding!

Slide 36

**10 things classroom teachers can do to increase volume in shared reading :**

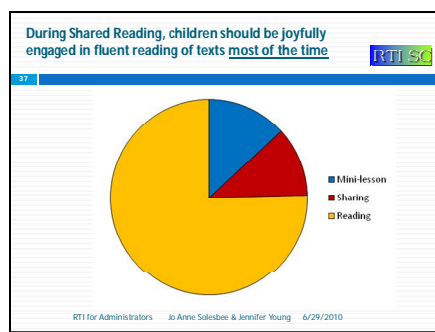
RTI SC

- Limit teacher talk**
- Expect fluent, phrased reading; read **fluently**
- Read several pieces daily
- Keep mini-lessons short
- Provide **quick previews** of new books
- Students: **eyes on text!**
- Choose books **"just right"** for shared reading
- Balance student talk and reading
- Purposeful** reading
- Use assessment data

RTI for Administrators Jo Anne Solenbee & Jennifer Young 6/29/2010

So here are the ten things we recommend that teachers do in shared reading to maximize student engagement in reading during that structure. And as administrators, all of these are the kinds of things we should look for when we are walking through classrooms or directly observing lessons.

Slide 37



So during shared reading, we should see most of the time spent with kids reading with the teacher (at least 75%) and a bit of time spent in a mini-lesson or talking about the story, or introducing the story, or sharing our thoughts.

Slide 38

### Small-group guided reading instruction

“Guided reading is a teaching approach that is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency.”

*Guiding Readers and Writers Grade 3-6*  
Fountas and Pinnell (2001)

RTI for Administrators Jo Anne Solenbee & Jennifer Young 6/29/2010

Guided reading is a staple for reading instruction in elementary classrooms. GR is intended to be a small group structure...and while we won't go into a lot of particulars, as principals and administrators, one thing you need to know is that this is an important instructional venue in which teachers can either structure it so children read a lot or structure it so children read only a little. As an instructional leader, you need to be able to help teachers see what they are doing with their time and examine what it is they are asking their students to do with theirs.

Slide 39

### Why guided reading?

- Small groups with **membership changed frequently** according to formative assessment data, allow greater differentiation to meet needs of students
- Teacher selects **instructional level text** (not easy/independent, not too hard) along a gradient of difficulty **matched to students' changing abilities and needs**

RTI for Administrators Jo Anne Solenbee & Jennifer Young 6/29/2010

In guided reading, it is important that the groups are changed flexibly and often according to the differing and changing needs of students. (And think about it: if kids' needs are not changing, then they cannot be responding well to our instruction, can they?)

It is critical that teachers know how to select books for guided reading. These should be books that provide a LITTLE instruction so that the child is able to learn how to strategically handle one or two new challenges and extend his or her repertoire as a reader.

Slide 40

### Guided reading

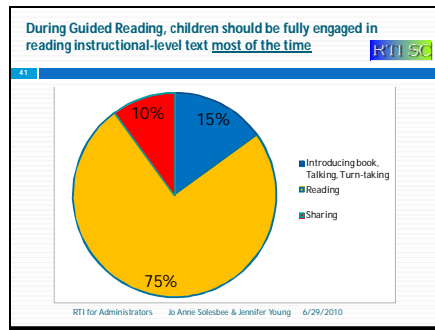
Teacher supports children's reading of a new, instructional-level text

- Provides a quick overview of the book
- Allows **children** to look through the book prior to reading to gather information
- Teacher guides and prompts children to take **strategic action to problem-solve** at difficulty and to **monitor** their reading and their understanding.
- Focus is on strategic action
- NOT** Round Robin and **NOT** choral reading

RTI for Administrators Jo Anne Solenbee & Jennifer Young 6/29/2010

Guided reading involves the children reading a new book. So it is not choral reading. We want kids to encounter a few challenges and have opportunities to problem-solve on their own—not have the other kids solve challenges for them. And as far as round robin is concerned, think about how much LESS reading takes place when children take turns rather than everyone reading a book at their own pace. And of course, we want to pay close attention to is the balance of previewing the book or of teaching to the actual reading.

Slide 41



- Do this is how the time in guided reading should look. MOST of the time should be spent with every child in the group reading, and the teacher moving in and out of children's reading to prompt, guide, and support emerging strategic action.
- So pay attention to the engagement of students and the allocation of time in guided reading.

Slide 42

- Things teachers do in Guided Reading to cause students to read more and read better
- Provide **concise**, complete overviews before reading
  - Build conceptual knowledge **as needed** to understand and deepen understanding of text
  - Require **all** students to **engage** in reading at their own paces (NOT round robin or turn-taking)
  - In small group, listen to students read and encourage and **support problem-solving**—don't send kids to their seats to read
  - Prompt students to use strategies
  - Engage students in **real conversations** about the text and content vs. teacher questions and students answer
  - Change group membership frequently according to need
  - Give students **time** to read and to respond to reading by writing
- RTI for Administrators Jo Anne Solenbee & Jennifer Young 6/29/2010

These are the ideas we shared with teachers about how to maximize time spent reading in guided reading, and provide a sort of guide for administrators in terms of what we want to look for when we observe in classrooms and talk with teachers about how to adjust instruction or time to get a better response...

Slide 43

43 Children learn to read by reading

"If children don't get to read much, how they gonna get good?"

Dick Allington (1978)

RTI for Administrators Jo Anne Solenbee & Jennifer Young 6/29/2010

Because again...

Slide 44

### What's the Evidence?

44

"Struggling readers need to read a lot because it is during the **actual reading** that they can practice all those complicated strategies and skills they are developing in unison. There is good evidence (Torgeson & Hudson, 2006) that we can design interventions that include word recognition skills and strategies **and still be left with students who cannot read fluently and with comprehension...**

-Allington, R. A. (2009). What Really Matters in Response to Intervention: Research-based Designs. Boston, MA: Pearson Education

RTI for Administrators Jo Anne Soltesbee & Jennifer Young 6/29/2010

We cannot stress this enough. It is only during text reading that children learn to read text and to integrate language and meaning with print.

Slide 45

### What's the Evidence?

45

...It isn't that teaching struggling readers better word reading skills and strategies isn't important, but rather that better word reading skills and strategies will not **necessarily** improve the reading of text—**real reading, the ultimate goal**. What we need in order to help struggling readers develop is **the substantially more complicated achievement** of reading text accurately, fluently, and with comprehension. **The only way to do this is to design interventions such that struggling readers engage in lots of text reading."**

RTI for Administrators Jo Anne Soltesbee & Jennifer Young 6/29/2010

It isn't that teaching them skills isn't important. It is that it isn't enough. It is during the complex process of reading that children learn how to read.

Slide 46

### What's the Evidence?

46

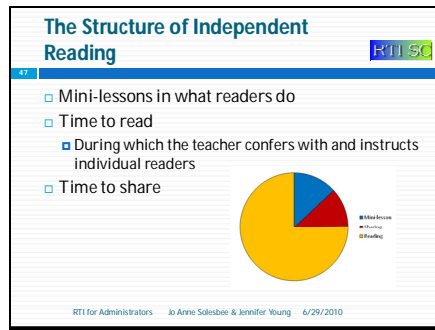
- Crashen, S. (2004). *The power of reading: Insights from the research* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
- Allington, R. (2000). *What really matters for struggling readers: Designing research-based programs*. NY: Longman.
- Cullinan, B. (2000). Independent reading and school achievement. *School Library Media Research*. [www.ala.org/ala/aasl/aaslpubsandjournals/slmrb](http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb)
- Lewis, M. & Samuels, S. J. (2005). *Read more, read better? A meta-analysis of the literature on the relationship between exposure to reading and reading achievement*. Unpublished manuscript, University of MN, Minneapolis.
- Block, C. & Mangieri, J. (2002). Recreational reading: Twenty years later. *The Reading Teacher*, Vol. 55, No. 6, pp. 572-580.
- Taylor, B., Frey, M., & Maruyama, K. (1990). Time spent reading and reading growth. *American Educational Research Journal*, Vol. 27, pp. 351-362.
- Kuhn, M. R., & Schwanenflugel, P. Morris, R. D. et al. (2004) Teaching children to become fluent and automatic readers. *Journal of Literacy Research*, 38(3/4), 357

RTI for Administrators Jo Anne Soltesbee & Jennifer Young 6/29/2010

We provided teachers with a handout with the research on wide reading and independent reading and you should have this as well.

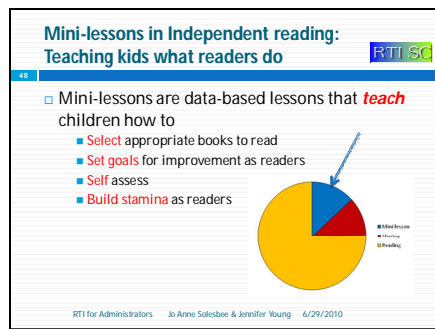


Slide 47



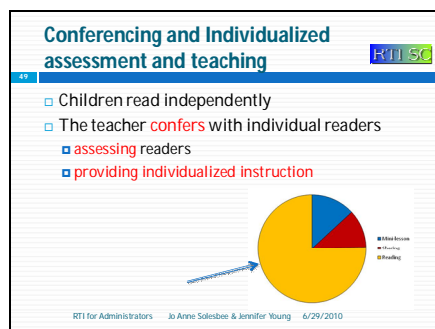
Last, let's take a look at what should be happening during independent reading. Same use of time...

Slide 48



Mini-lessons at the beginning of independent reading should teach children how to do something they need to learn how to do. They should be short and focused.

Slide 49

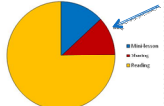


When children are reading, the teacher is teaching. She may take a running record or she may have a conference with a child and ask the child to read a bit of a book. She may help the child set a new goal or evaluate progress toward a goal. So a good 75% of this time should be spent with children reading and the teacher teaching individual students.

Slide 50

### Sharing

- About books they are reading
- About what they are learning about themselves as readers
- About their goals and their progress toward those goals



RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

Sharing is an important instructional time, also. Kids may share about the books they are reading, but the time can also be structured so that kids highlight and spotlight what they are learning to do as readers or where they tell others about their new goals and what they are doing to reach those goals.

Slide 51

### Other opportunities for independent reading and writing



- When other students are engaged in small group instruction with the teacher
- **Daily Five** provides a nice management structure using independent reading and writing as the foundation to ensure high engagement during small group instruction

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

Search Daily Café on Google for more info on the daily five. In essence, what this provides is a great management system for ensuring that children know how to engage in reading and writing while the teacher is teaching small groups of students or individuals.

Slide 52

### Helping teachers maximize reading volume in their classes

- Make plenty of **readable** texts available
  - Get materials
  - **Organize** them and **use** them
- **Maximize** the amount of **extended** text reading and writing in every classroom structure
- **Maximize** explicit, differentiated instruction for **small groups** and **individuals** around what readers do and how to do those things

RTI for Administrators Jo Anne Solisbee & Jennifer Young 6/29/2010

So as teachers, it is important that they DO all of these things. And as administrators, it is important that we know what is happening and that we gather data on what is happening in each and every classroom as we work to maximize reading volume.

Slide 53

53 | Maximizing the volume of reading and writing

Accelerating progress for struggling readers depends on increased amounts of extended text reading and writing

RTI for Administrators Jo Anne Salesbee & Jennifer Young 6/29/2010

Because we cannot expect reading instruction to work if kids aren't reading!